THE UNIVERSITY OF CHICAGO

A HISTORY OF THE ILLINOIS STATE NORMAL SCHOOLS FROM 1857 TO 1920

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by

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Introduction

Normal, or teacher training schools, occupy a peculiar position in the educational world. For a good many years it was the popular notion that a public school teacher did not require specific training in how to teach; it was sufficient if he possessed the required academic training in the few branches required by law. And too, those school trustees who often gave him permission to teach their children did not have an elementary school education themselves. As a result, the schools were presided over by a class of teachers who not only did not always know their subjects but the technique of teaching those subjects in an interesting and, at the same time, understandable manner. To overcome this deplorable condition educators insisted that the State should provide efficiently trained teachers for the schools since it was a public problem.

The purpose of this thesis, then, is to show the gradual movement of the normal school from its early European beginning to its adoption by the State of Illinois in 1857. We shall also attempt to give the outstanding features of the schools from the time of their establishment in 1857 to 1920. The sources of material are the state laws, reports of the superintendent of public instruction, catalogs and bulletins of the schools concerned, and various contributions on the subject.

Chapter I.

Historical Background

Beginning of the Normal School Idea.

By a Normal School is meant an institution for the training of young men and women who aim to be teachers, to a thorough and practical knowledge of the duties of the school room, and to the best modes of reaching the heart and intellect, and of developing and building up the whole character of a child. From early times, the fitness of the teacher has been held as one condition of the learner's advancement. Adaptation to the work of instruction is one measure of the best service. And this art of teaching must be illustrated and exemplified by those who are to apply it in a training or model school specially equipped to prepare young men and women for the important business of school teaching.

One of the first schools specially designed for educating and training teachers in the principles and practice of their profession, was founded at Rheims in 1681 by the Abbe de la Salle (1). In 1684 this school developed into the now famous Christian Brothers' School (2). From France, the school was introduced into Germany in 1697 by Hermann August Francke who founded a teachers' class, composed of poor students, in connection with his orphan school at Halle, who gave him certain

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1. Barhard, Am. Jour. of Educ., Vol.13, p. 753.
2. Boone, Education in the U. S., p. 126.

assistance in return for his board and tuition (1). In 1735, thirty-one years later, the first regular seminary for teachers was established in Pomerania, Prussia, by Hecker, a pupil and follower of Francke, and the second at Berlin, as a private school, in 1748 (2). Normal or training schools were introduced into Hanover in 1757; into Austria in 1756; into Switzerland in 1805; into France in 1808; into Holland in 1816; into Belgium in 1843; and into England in 1842 (3).

The Early Normal School in America

One of the first to suggest the need for more thoroughly trained teachers in the United States was Elisha Ticknor. This suggestion appeared in the Massachusetts Magazine in 1789 (4). He advocated the establishment of County Schools for the purpose of fitting young gentlemen for college and school keeping. It was advocated that "a board of overseers should annually examine young gentlemen designed for school-masters in reading, writing, arithmetic, and English grammar, and if they are found qualified for the office of school keeping and able to teach these branches with ease and propriety, to recommend them for this purpose(5)." At the commencement exercises of Yale College in 1816, Denison Olmsted proposed, in his Master's oration, the establishment

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1. Boone, op. cit., p. 126.
2. Gordy, J. P., Rise and Growth of the Normal School Idea, p. 18.
3. Barnard, op. cit., p. 756.
4. Ibid., p. 756.
5. Gordy, op. cit., p. 18.

by the state of Connecticut, of an academy to train school masters for the State Common Schools (1).

The first institution of the kind to be established was at Concord, Vermont, in 1823 by the Reverend Samuel R. Hall, who advertised to give a course of instruction adapted to teachers. Mr. Hall continued to maintain this school until 1830 when he removed it to Andover, and in 1837 to Plymouth where it remained in existence until 1840 (2).

Influence of the Prussian Normal Schools

Unquestionably the Prussian Schools had a marked effect on the introduction of normal schools in America. The schools had begun to attract the attention of educators in the United States. We find that in 1829 there was published in New York a book called "Travels in the North of Germany in 1825-6" and written by Henry E. Dwight, which contained an account of the Prussian seminaries for teachers, and urged their establishment in this country (3).

Another man, whose influence was great in the movement for normal schools in America, was Rev. Charles Brooks of Massachusetts. Visiting Europe in 1834, he became acquainted with the Prussian system and especially with the training of teachers. On his return he delivered a carefully prepared

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1. Barnard, op. cit., Vol. 13, p. 756.
2. Boone, op. cit., p. 129.
3. Gordy, op. cit., p. 18.

address to his people of Hingham, Mass., setting forth at length and in detail, the needs of the schools in general, and particularly what the Prussian system of State Normal Schools, if adopted, would accomplish in Massachusetts. He dwelt on the phrase which he used so often "As is the teacher, so is the school" (1). Mr. Brooks kept up his efforts to bring the matter of normal schools before the public mind. Consequently, in 1836, he resolved to call "a convention of delegates from the several towns in the county meet at Plymouth in Court Week (Wednesday, December 7, at 6 p. m.) to discuss the merits of the greatly improved modes of elementary instruction which have been in most successful operation for several years in Germany, Prussia, and other European states. This step might result in the appointment of a Board of Education"(2). The primary purpose of Mr. Brooks was accomplished in April, 1837, when the act establishing the Board of Education was signed by Governor Edward Everett (3). When the legislature met in January, 1838, the subject of normal schools was brought up at once. The legislature wished to hear arguments, and Horace Mann, as secretary, first addressed them..The second address was by Mr. Brooks on Normal Schools and School Reform (4). At this time a private citizen (Edmund Dwight) anonymously

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1. Albree, John,-Charles Brooks and His Work for Normal Schools, p. 26.
2. Ibid., p. 22.
3. Laws of Massachusetts, 1837, p. 277.
4. Albree, John, op. cit., p. 26.

offered ten thousand dollars for the establishment of normal schools if the legislature would appropriate an equal amount (1). The offer was accepted and the act establishing the first normal school was passed (2). Authority being granted, one normal was established at Lexington, July 3, 1839, for women and another in Barre, September 5, 1839, for both men and women. At the opening of each school Governor Edward Everett delivered an oration in which he outlined fully the course of study which was to be offered (3). The minimum course of study was fixed at one year, though two years might be devoted to it. The subjects of the first curriculum were:- (1) Orthography, reading, grammar, composition and rhetoric; (2) writing and drawing; (3) arithmetic (mental and written); algebra, geometry, bookkeeping; navigation, and surveying; (4) geography with chronology, statistics and general history; (5) physiology; (6) mental philosophy; (7) music; (8) constitution and history of Massachusetts and the United States; (9) mental philosophy and astronomy; (10) natural history; (11) the principles of piety and morality; (12) the science and art of teaching with reference to all these subjects."

In this connection it is interesting to know that a Model School was established as an important feature of the schools (4). The location of the first two schools,however, did not prove adapted to the best results, and in 1844 that at Lexington was removed to West Newton, and l ter to Framington, and the Barre school, to Westfield. In 1840, the third school was established at Bridgewater (5).

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1. Barnard, op. cit., Vol. 4, p. 14.
2. Mass. Common School Journal, Vol. I, p. 35.
3. Dexter, E. G., Hist. of Educ. in the U. S., p. 376.
4. Ibid., p. 377.
5. Ibid., p. 377.

The Normal School Idea in New York

In New York the first law on the subject of proper preparation of teachers was passed by the Legislature, April 13, 1827. The act was entitled "An act to provide permanent funds for the annual appropriation to common schools, to increase the literature fund, and to promote the education of teachers (1) However, the law made no special provision for the education of teachers. It simply provided for an increase in the literature fund. On may 2, 1834, the State of New York passed a law making provision for the education of teachers for common schools, The act was as follows:-(2).

> Section 1. The revenue of the literature fund now in the treasury, and the excess of the annual revenue of said fund hereafter to be paid into the treasury over twelve thousand dollars or portions thereof, may be distributed by the regents of the university, if they shall deem it expedient, to be expended as hereafter mentioned.
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> Section 2. The trustees of academies to which any distribution of money shall be made by virtue of this act, shall cause the same to be expended in educating teachers of common schools in such manner and under such regulations as said regents shall prescribe.

On April 17, 1838, an act was passed providing for the expenditure of the income of the United States Deposit Fund (3). The 8th section of this act provided for the annual payment of twenty eight thousand dollars to the literature fund, to be

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1. New York Laws, 1827, p. 237.
2. Ibid., 1834, p. 425.
3. Ibid., 1838, pp. 220-3.

distributed among the academies in the several senatorial districts as the law directed. The 9th section of the same act provided that: It shall be the duty of the regents of the university to require of every academy receiving a distributive share of public money under the preceding section equal to seven hundred dollars per annum, to establish and maintain in such academy a department for the instruction of common school teachers, under the direction of the said regents, as a condition of receiving the distributive share of every such academy (1). These acts evidently had a most wholesome effect on the schools of the State of New York, for the State Superintendent in his report to the legislature for the school year 1838-9, said:" The standard has been raised, the demand for competent teachers has increased, and the supply has been materially augmented. It should be made the interest of those who intend to be teachers to avail themselves of those departments. This could be effected by a legislative provision, declaring that a certificate of qualification given by the trustees of the academy under their seal should constitute the person receiving it a qualified teacher in the common schools of the state without any further certificate from the inspectors of the town."(2).

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1. Gordy, op. cit., p. 37.
2. Ibid., p. 37.

Chapter III

Establishment and Location

The Illinois State Normal University.

The first definite action taken by the Illinois legislature in regard to a Normal School for the training of teachers for the schools of the State of Illinois, was during the session of the Twentieth General Assembly which convened at Springfield, February 1, 1857. An act as approved by the Governor, February 18, 1857, provided for the establishment and maintenance of a Normal University (1). As this was the first instance of a Normal School being provided for in the State of Illinois, the act is of special interest and is given in full (See Appendix "A").

From a study of the act it will be found that the State made no addition to its current expenses; it merely paid the income or interest from the University and seminary fund to the order of the "Board of Education of the State of Illinois," which it thereby created (2). Furthermore, the State gave nothing for the erection of buildings or the purchase of a site (3). These matters were to be settled by the citizens of the community in which the school should be located (4). It is significant to note that the question of location had been eliminated from the bill. This apparently had its effect

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1. Illinois Session Laws, 1857, p. 298-9.
2. Ibid., p. 298- Sec. 8.
3. Ibid., p. 298.
4. Ibid., p. 298.

in the passage of the bill for it is questionable whether the bill would have been passed had it named any place as a site. It will be noted that the act referred to styled the governing body "The Board of Education of the State of Illinois." (1). This title was transferred by the committee of the State Teachers' Association, called the State Board of Education, which prepared the bill (2). The institution which the Board of Education was to establish and control was named a "Normal University" (3). The term "Normal University" was evidently used for the purpose of adding other schools of agriculture and mechanic arts (4) after the normal school should be established.

By the terms of the act it became the duty of the board to fix the location of the school at the place which afforded the most favorable inducements for that purpose: "Provided, that such location shall not be difficult of access or detrimental to the welfare and prosperity of said normal university(5). The inducements referred to were the only sources from which to get a building, or building funds, for the school. However, in order to advertise the conditions of the location or establishment of the school the next fall, an informal meeting was held at the office of the Superintendent of Public Instruction, in Springfield, March 26, 1857 (6),and committees

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1. Illinois Session Laws, 1857, p. 298.
2. Report of Supt. of Pub. Inst., 1887-8, p.LXXXIX.
3. Laws, op. cit., p. 298.
4. Ibid., Sec. 4, p. 298.
5. Ibid., Sec. 5, p. 298.
6. Report,op. cit., p. XCIII.

Note:- When reference is made to the Report of the Supt, of Public Instruction it means that the Biennial Reports of the Presidents of the Normal Schools are to be found therein.

were then appointed to receive proposals for the location of the school (1). By previous agreement the Board met in the city of Peoria, May 7, 1857, for the purpose of opening and examining the various proposals made for the location of the University. It was found upon examination that four propositions had been made from the following places:-

> Washington, Tazewell county, offered in cash, land, and buildings, the sum of $20,000.00.
>
> The city of Batavia offered cash, land and buildings, estimated at $45,000.00.
>
> The city and county of Peoria offered cash and land estimated to be worth $80,032.00.
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> The city of Bloomington and county of McLean offered cash and land valued at $141,000.00. (2).

The bid from Bloomington was so much larger than any other and at the same time so much larger than the Board had expected, that it was at once accepted, with the proviso, only, that deeds for lands and notes, with security for moneys subscribed, should be given. This was done accordingly and the institution was formally located in the town of North Bloomington, now Normal, about two miles north of the court house in Bloomington (3). It is interesting to note here that the guarantee bond was drawn by A. Lincoln, Esq., of Springfield, who acted as Counsel for the Committee (4).

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1. Report of Supt. of Pub. Inst., 1857-8, p. 364-5.
2. Ibid., 1887-8, p. XCIV.
3. Ibid., 1857-8, p. 367.
4. Ibid., 1857-8, p. 367.

The Southern Illinois Normal University

Although the first normal school established in Illinois was successful from the beginning it did not fill the needs of southern Illinois. And in order to correct this condition the educational leaders of Illinois, owing to a misunderstanding, called two conventions to meet in the year 1868, one at Carbondale, June 24, and the other at Centralia, September 1. The credit of projecting the convention is due largely to the efforts of Rev. Clark Braden, President of Southern Illinois College, located at Carbondale. Among important questions discussed was:" The Necessity of a State Normal School in Southern Illinois." Among the eminent teachers participating in these discussions were such men as President Allyn, of McKendree College, Prof. Standish, of Lombard University, and Pres. Braden, of Southern Illinois College. The advocacy of a State Normal School for Southern Illinois was general, and the following resolution was unanimously adopted:-

"Believing the time has fully come when the educational interests of Illinois demand more than one Normal School, and that the people of Southern Illinois are ready to sustain an institution of this kind, either as an auxiliary school to our present University, or entirely independent of it, we earnestly solicit the co-operation of all educational men in the State in securing this result; therefore,

Resolved, That it is the earnest prayer of this convention that the county superintendents of the State, especially of Southern Illinois, unite in such measures as will secure an act from our next Legislature establishing a Normal School in Southern Illinois at least equal to our present Normal University, in all of its advantages." (1).

At the Centralia convention a like resolution was adopted, namely, That a State Normal School should be established by law in Illinois (2). On the 16th of October, 1868, the committee

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1. Report of Supt. of Pub. Inst., 1867-8, p. 70.
2. Ibid., p. 71.

appointed to take the subject of a new Normal School in charge, met and appointed a committee to prepare and circulate a petition to the Legislature in behalf of the object, namely, the establishment of a normal school. The appeal was successful. Accordingly an act entitled "An act to establish and maintain the Southern Illinois Normal University" was passed at the ensuing session of the State Legislature and approved by the Governor, March 9, 1869 (1). A board of five trustees was appointed by the Governor. This board proceeded immediately to advertise for proposals from cities and towns desiring to secure the location of the new institution. In due time sealed proposals were received from towns and cities situated in the district defined by the terms of the act. The liberal offers made by the several competing localities evinced a remarkable interest in the proposed institution, and a high appreciation of the advantages to be derived from securing its location. Each of the competing points was visited by the trustees, and their respective merits and advantages were carefully examined and compared. It was, however, finally decided that Carbondale in Jackson County, was entitled to the location (2). The amount subscribed and pledged was estimated to be worth $200,000.00. It afterwards appeared, however, that a portion of the bonds was illegal, and the cash value finally received by the State was very small compared with the pledges given (3).

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1. Illinois Session Laws, 1869, p. 34.
2. Report of Supt. of Pub. Inst., 1868-70, p. 87-8.
3. Ibid., 1873-4, p. 157.

The Northern Illinois State Normal School

Superintendent of Public Instruction James P. Slade, in his report to the General Assembly in 1882, stated that, in his opinion, two, or better, three more normal schools should be established by the State in addition to the Illinois State Normal and the Southern Illinois State Normal (1). Two years later, Superintendent of Public Instruction Henry Raab, voiced the need of more State Normal schools (2). The same thing was advocated by Superintendent Richard Evans (3). However, nothing was done by the Legislature in regard to establishing more schools. Finally in 1894, President John W. Cook of the Illinois State Normal University in his report to the Superintendent of Public Instruction expressed a need of a normal school in Northern Illinois (4). This seemed to bear fruit. Accordingly in 1895 bills were introduced into the General Assembly for the establishment of two new normal schools, and before the sense of surprise had died away they were enacted into laws.(5).

The act mentioned above was approved May 22, 1895. It provided that the location of one of the schools should be in that portion of the State north of the Chicago, Rock Island & Pacific Railroad with a view of obtaining a good

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1. Report of Supt. of Pub. Inst., 1881-2, p. CII.
2. Ibid., 1883-4, p. CXXVI.
3. Ibid., 188708, p. CCXXII.
4. Ibid., 1893-4, p. LIX.
5. Illinois Session Laws, 1895, pp.63 and 69.

water supply and other conveniences for the use of the institution. Trustees were appointed by the Governor to receive proposals for the donation of a site of not less than forty acres and other valuable considerations. It was also their duty to locate the institution in the place offering the most advantageous conditions. Rockford, Oregon, Polo and DeKalb were the chief bidders for the school. DeKalb, however, secured the location of the institution by guaranteeing over $40,000.00 in addition to a beautiful farm of sixty four acres lying just adjacent to the town for a site for the proposed normal school (1).

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1. Report of Supt. of Pub. Inst., 1898-1900, p. 101.

The Eastern Illinois State Normal School

To provide more adequate facilities for the training of teachers for the public schools of the State, the Legislature by an act approved May 22, 1895, established the Eastern Illinois State Normal School. As provided for in the act, five trustees were appointed by the Governor to locate the school in that portion of the State offering the most advantageous conditions, all things considered, between the Baltimore & Ohio Southwestern Railroad, and south of the Wabash Railway, and east of the main line of the Illinois Central Railroad and the counties through which the said roads run, with a view of obtaining a good water supply and other conveniences for the use of the institution (1). On September 7, 1895, the five trustees selected a beautiful forty-acre tract of land three-quarters of a mile south of the public square of Charleston. The citizens of Charleston bought the land and presented it to the State (2).

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1. Illinois Session Laws, 1895, p. 64.
2. Report of Supt. of Pub. Inst., 1914-16, p. 156.

The Western Illinois State Normal School

On April 21, 1899, by an act entitled "An act to establish and maintain the Western Illinois State Normal School" it was provided by the Legislature of Illinois that a normal school should be erected and conducted in that portion of the State of Illinois lying west of the fourth principal meridian in what is known as the Military Tract. This act became effective July 1, 1899 (1).

Soon after this act went into operation the Governor appointed a board of five trustees for the purpose of locating the school. In accordance with the limitations imposed by statute the board of trustees asked for the proposal of sites offering the best possible advantages. Various sites were proposed for the location of the school. The Board finally chose Macomb a town of about four thousand inhabitants. It is situated in the center of an enterprising and prosperous part of the State and is easily accessible from all parts of western Illinois. The site, comprising nearly sixty acres, was presented to the State by citizens of Macomb and vicinity. The school was located August 14, 1900 (2).

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1. Illinois Session Laws, 1899, p. 72.
2. Report of Supt. of Pub. Inst., 1914-16, p. 161.

Chapter III.

Buildings and Equipment

The Illinois State Normal University.

As the location of the school was decided upon, the next step was to elect a principal, or president. Two men were mentioned for the position, Mr. William F. Phelps, of the New Jersey Normal School, and Mr. Charles E. Hovey, Superintendent of the Peoria Schools (1). At the meeting of the board in Bloomington, June 23, 1857, Mr. Hovey was appointed principal (2). Previous to this, at a meeting of the Board in Peoria, May 7, 1857, Messrs. Rex and Hovey were appointed a committee to visit the various normal and high schools of the east, and report to the Board upon the subject of buildings, internal arrangements, etc. (3). They made a careful examination of the school architecture in Philadelphia, Trenton, New York City, Albany and many cities in Connecticut and Massachusetts (4). On their return Mr. Rex, the chairman of the committee, submitted a report to the board recommending for adoption the plans of the New Jersey normal school building. Mr. Hovey did not join in the recommendation as he believed a better plan for his purpose could be devised (5).

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1. Report of Supt. of Pub. Inst., 1887-8, p. XCV.
2. Ibid., p. XCV.
3. Ibid., 1857-8, p. 367.
4. Semi-Cent. Hist. of the I.S.N.U., p. 11.
5. Ibid., p. 11.

Accordingly Mr. Hovey conferred with Mr. G. P. Randall, of Chicago, who had been engaged by the Board as architect. Plans and specifications were prepared and a contract was entered into for the construction of a building which was to be completed on or before September 1, 1858 (1). The corner-stone was laid September 29, 1857, with appropriate ceremonies, in the presence of a large number of the citizens of Bloomington and the surrounding county. The foundation was laid, but financial revulsion and unforeseen difficulties compelled a suspension of the work (2). However, it had been previously decided to open the school on the first Monday in October, 1857 (3). In order to be able to do this temporary rooms were secured in Major's Hall, in Bloomington, for the purpose of opening the school at the appointed time, October 5, 1857 (4). When the first Monday of October came, the desks and chairs ordered had not been received, and some rough oak benches, without desks, were all the furniture for the students (5). Notwithstanding the lack of equipment the school continued in this building until September, 1860, when school opened in the new building which was finally completed and dedicated in January, 1861 (6).

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1. Report Supt. of Pub. Inst., 1857-8, p. 369.
2. Ibid., 1857-8, p. 361.
3. Ibid., 1857-8, p. 368.
4. Ibid., 1857-8, p. 389.
5. Ibid., 1887-8, p. XCVII.
6. Semi-Cent. Hist., op. cit., p. 34.

As we have stated above, the General Assembly made no provision for the erection of a building for use of the normal school which it had established. However, in order that the first structure might be completed, an appropriation of $65,000 was made by the State Legislature in 1861 (1). No further material equipment was added to the school until the State appropriated $4,000 for a boiler house and heating apparatus in the year 1889 (2). Following this, the next legislative assembly made an appropriation of $18,000 for a training school building (3) which contains a high school assembly room, classrooms for the high school, elementary school and the kindergarten, laboratories for agricultural and natural sciences, domestic science, play and rest rooms.

In the year 1895, $40,000 was appropriated for a gymnasium building (4). The building has three floors;- the gymnasium, baths and dressing rooms are on the first floor; the commercial department on the second; and the biological laboratories on the third floor.

A Manual Arts building was provided for in 1907 (5). Besides furnishing a building for classrooms, laboratories for chemistry and physics, and offices, it contains a modern auditorium with a seating capacity of 1115 persons.

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1. Illinois Session Laws, 1861, p.
2. Ibid., 1889, p. 57.
3. Ibid., 1891, pp. 61-2.
4. Ibid., 1895, pp. 76-7.
5. Ibid., 1907, pp. 26-7.

In 1905 an appropriation of $80,500 was made for a new plant house and equipment (1). This was followed in 1911 by a further appropriation of $125,000 for a new building to house the Training School and the University High School(2). This was completed and in use in 1913.

President Felmley in his report to the Superintendent of Public Instruction in 1914-16 stated that the greatest need of the school was a Woman's Building. As a result an appropriation of $95,000 was granted (3).

Since the passage of the Lindley Bill in 1905 provided scholarships from the township high schools, a university farm of ninety acres has been maintained as an important adjunct to the material equipment. This is thoroughly equipped with stock, implements and utensils for training in agriculture on an intensive scale (4).

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1. Illinois Session Laws, 1905, pp. 53-5.
2. Ibid., 1911, p. 35.
3. Ibid., 1915, p. 52.
4. Report Supt. of Pub. Inst., 1912-14, p. 406.

The Southern Illinois Normal University

An act of the General Assembly of the State of Illinois approved April 20, 1869, provided for the establishment of this normal school. By this act it was ordered that five trustees should be appointed by the Governor of the State, who should fix the location, erect the buildings, and employ teachers for the school. The trustees located the school in the town of Carbondale on a lot of twenty acres, three-quarters of a mile south of the station of the Illinois Central Railroad. The cornerstone was laid on the 27th day of May, 1870 (1). The building was finished in time to be dedicated July 1, 1874 (2).

On the afternoon of November 26th, 1883, at three o'clock the beautiful building was discovered to be on fire, and before five o'clock, despite the efforts of the faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers and citizens, the library was saved, and most of the furniture; also the chemical and physical apparatus. All the material in the museum was lost (3). The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on, with the actual loss of less than two days. In the meantime a plan was proposed for a temporary school building, and in less than sixty days a

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1. Report of Supt. of Pub. Inst., 1883-4, p. 16.
2. Ibid., 1873-4, p. 16.
3. Ibid., 1883-4, p. 18.

building was completed containing fourteen rooms, and the Normal School began its wonted studies in this temporary home.

The General Assembly, by an act approved June 27, 1885, appropriated $152,065 to replace the first building (1). The foundation and stone walls of the first story were utilized, thus saving $12,000 to $15,000 (2). This building, which is the main one of the entire plant, is a magnificant structure, in many reppects superior to the one destroyed by fire. It was dedicated February 24, 1887, and occupied by the school the following Monday (3).

The Science Building was provided for by the Legislature in the winter of 1895 by appropriating $40,000 for the purpose(4). It accommodates the physical, chemical and biological laboratories, the museum, gymnasium, manual training and agriculture departments. It was completed in the fall of 1895, and dedicated in 1896.

The Library Building was erected in the fall and winter of 1903-4, at a cost of $30,000, toward which the General Assembly had appropriated $25,000 in 1903 (5). It was dedicated on June 7, 1904 (6).

The Forty-fifth General Assembly made an appropriation of $50,000 for the erection of a modern Model School Building (7). This building was completed within the appropriation late in December, 1908, and added very much to the material equipment

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1. Illinois Session Laws, 1885, p. 25.
2. Catalog, Sou. Ill. State Normal, 1918, p. 9.
3. Report of Supt. of Pub. Inst., 1887-8, p. CLXXXII.
4. Laws, op. cit., 1895, pp. 73-6.
5. Ibid., 1903, p. 61.
6. Report, op. cit., 1903-4, p. 72.
7. Laws, op. cit., 1907, p. 27.

of the institution. It was dedicated with appropriate ceremonies on January 11, 1909. This building is named in honor of the late President Robert Allyn (1).

The Forty-seventh Assembly made an appropriation of $75,000 with which to establish a Woman's Building (2). This structure, now known as Anthony Hall, was completed in the fall of 1913, and was dedicated on October 23, 1913. A new light, heat and power plant was provided for by the General Assembly in 1913 by an appropriation of $50,000 (3). This was followed by an appropriation of $135,000 in 1915 for the construction of an Administration and Auditorium building (4). For various reasons the erection of the structure was a slow process. It was, however, opened for the first time April 4, 1918 (5).

In the spring of 1907, at their regular meeting the board of trustees expressed the desirability of offering instruction in agriculture by setting aside a tract of land on the school campus about two acres in area. Upon this tract is located the school garden. It is also furnished with up-to-date farm implements for demonstration purposes (6).

A Library of fifteen thousand volumes was selected as a beginning (7). This has been increased to about twenty thousand volumes in addition to about one hundred periodicals and newspapers which are kept on file (8).

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1. Report of Supt. of Pub. Inst., 1908-10, p. 631.
2. Illinois Session Laws, 1911, p. 33.
3. Ibid., 1913, p. 22.
4. Ibid., 1915, p. 50.
5. Catalog, Sou. Ill. State Normal, 1918, p. 10.
6. Report, op. cit., 1914-16, p. 163.
7. Ibid., 1912-14, p. 429.
8. Catalog, op. cit., 1920, pp. 15-6.

The Northern Illinois State Normal School

The original act establishing the school carried with it an appropriation of $50,000 for buildings and the first year's instruction (1). The trustees who had previously been appointed, engaged an architect, plans were adopted, and the cornerstone was laid October 1, 1895 (2). This building was especially designed for normal school purposes; it is 371 feet long and 250 feet in depth. It contains a spacious auditorium, class rooms, library halls, and apartments for various student enterprises in addition to library accommodations, a gymnasium, and a manual training shop (3). The building was dedicated September 22, 1899 (4).

On several occasions the President in his report to the Superintendent of Public Instruction had expressed a need of a Woman's Building. As a result of the appeal $125,000 was appropriated for the purpose (5). It contains both single and double rooms and can accommodate one hundred thirty women.

The large influx of students soon made it imperative that some provision be made for a training school building. Consequently, the Legislature appropriated $75,000 in 1909 for this purpose (6). The fourth building to be erected was a green house for the purpose of supplying plant life for the various classes. It is under the care of a skilled gardener.

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1. Illinois Session Laws, 1895, p. 61
2. Report of Supt. of Pub. Inst., 1898-00, p. 101.
3. Catalog, Nor. Ill. State Normal, 1903, p. 9.
4. Report, op. cit., 1908-10, p. 636.
5. Laws, op. cit., 1913, p. 21.
6. Ibid., 1909, p. 39.

The Library is well supplied with books of reference, periodicals, and newspapers.

In the physical and biological laboratories ample equipment is provided for the proper study of those sciences.

As we have noted above, the immediate needs of the school, so far as buildings are concerned, are well provided for. Therefore, there are reasons for us to believe that a high class of work may be carried on by the students of the school.

Note,-

It will be noted that no references are given for the erection of the green house, library, and the laboratories. In the cases of these buildings either no special legislation was enacted or it was not recorded. It is quite probable that buildings or rooms have been utilized at nominal cost.

The Eastern Illinois State Normal School

When the General Assembly passed the act establishing the Eastern Illinois Normal School, it also provided an appropriation of $50,000 for building purposes (1). The board of trustees immediately secured plans for a building. The contract for the erection of the first building was made December 2, 1895 (2), and the corner stone was laid May 27,1896(3). The building and grounds were dedicated August 29, 1899 (4).

In 1907, the State legislature appropriated $100,000 for a Woman's building (5). This building was finished and occupied January 4, 1909 (6). In addition to providing a home for one hundred young women during the school year, it has had a marked influence in establishing good standards of living, and has come to be the social center of school life.

With an appropriation of $75,000, the State legislature provided for a training school building (7). This building was completed in 1913 within the original appropriation. It is placed conveniently near the main building, and besides the elementary school rooms it contains the class rooms and laboratories for domestic science and agriculture.

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1. Illinois Session Laws, 1895, p. 63.
2. Catalog, East. Ill. State Normal, 1920, p. 17.
3. Ibid., p. 17.
4. Catalog, op. cit., 1912-3, p. 10.
5. Laws, op. cit., 1907, pp. 26-7.
6. Catalog, op. cit., 1920, p. 19.
7. Laws, op. cit., 1911, p. 30.

The normal school grounds comprise forty acres, including the campus proper, the forestry, and the athletic field. For work in manual training and mechanical drawing, the school has a well equipped building at a convenient distance from the main building. The botany, zoology, physiology, physics, chemistry, and agriculture laboratories are well equipped with apparatus for demonstration and for individual work (1).

The school garden and greenhouse provides opportunities for practical experimental and demonstration work in the plant world,- the method of propagation, crop rotation, and some of the principles of plant breeding.

The library now contains over twenty-three thousand books and pamphlets (2). Here are also found the current numbers of over one hundred twenty five periodicals, including in addition to those of general interest, many devoted to special subjects (3).

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1. Catalog, East. Ill. State Normal, 1920, p. 21.
2. Ibid., p. 20.
3. Ibid., p. 20.

The Western Illinois State Normal School

Coincident with the passage of the act establishing the Western Illinois State Normal School, $75,000 was appropriated for a building, furniture, and the improvement of the land, etc. (1). It was soon found that this amount was insufficient. Accordingly the next General Assembly made an appropriation of $227,950 with which to finish the construction of the building (2). Eventually it was found that the building cost more than $400,000 (3). The building is fire-proof throughout and contains the offices of the administration, the library, the training school and many recitation rooms. It is three stories high and is built of Berean stone and brick. The cornerstone was laid December 23, 1900 (4), and it was sufficiently finished that school was opened in it on December 23, 1902 (5).

In 1911, the State Legislature appropriated $75,000 for a Woman's Building for the institution(6). Two years later $10,000 was appropriated to furnish the building. After various delays, the formal opening occurred on January 23, 1914 (7) although there were still some things to do before it would be entirely finished. There are enough rooms to accommodate eighty five girls, and the dining room will seat one hundred twenty (8).

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1. Illinois Session Laws, 1899, p. 72.
2. Ibid., 1901, p. 31.
3. Report of Supt. of Pub. Inst., 1914-16, p. 161.
4. Ibid., 1900-02, p. 90.
5. Ibid., p. 93.
6. Laws, op. cit., 1911, p. 44.
7. Report, op. cit., p. 430.
8. Ibid., p. 430.

The Forty-ninth General Assembly appropriated $95,000 for the erection of a new building to be used for the Arts Department (1). Work commenced in August 1916, and the building, which is located northeast of the main building, is fire-proof and adds much to the opportunities to the school. The subsequent session of the Legislature appropriated $40,000 to finish and furnish the building (2). New equipment has been added for manual training and household arts. It was dedicated June 12, 1919 (3).

In the spring of 1907 at their regular meeting the board of trustees expressed the desirability of offering instruction in agriculture by setting aside a tract of land on the school campus about two acres in area. Upon this tract is located the soil experimental field containing forty plots for the school garden. Recently arrangements have been made so that two firms furnish up-to-date farm implements for demonstration purposes (4).

A Library of 15,000 volumes was selected as a beginning(5). This has been increased to 19,352 in addition to about 100 periodicals and newspapers which are kept on file (6).

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1. Illinois Session Laws, 1915, p. 54.
2. Ibid., 1917, p. 96.
3. Catalog, West. Ill. State Normal, 1920, p. 15.
4. Report of Supt. of Pub. Inst., 1914-16, p. 163.
5. Ibid., 1912-14, p. 429.
6. Catalog, op. cit., pp. 15-16.

Chapter IV.

Administration

Previous to 1917

According to the provisions of an act approved February 18, 1857 (1), establishing the Illinois State Normal University, the control was vested in a board of trustees called "The Board of Education of the State of Illinois" consisting of fourteen members in addition to the superintendent of public instruction who became an ex-officio member. It was his duty to act as secretary of the board and to report to the legislature at its regular sessions the condition and expenditures of the normal university and such other information as the board of education and the legislature might direct. All subsequent members of the board were to be appointed by the Governor with the consent of the Senate for a term of six years. The board of education had the power to fix the location of the university, to appoint a principal, lecturer on scientific subjects, instructors and instructresses, together with such officers as should be required in the normal university, to fix their respective salaries and prescribe their duties. They also had power to remove any of them for proper cause, after having given ten days' notice of any charge which may have been presented and reasonable opportunity for defense. The board also prescribed the text books, apparatus and furniture to be used in the university, and made all regulations necessary for its management. At the first meeting of the board, and at each biennial meeting thereafter, it became the duty of the said board to elect one of their number president, who should serve until the next

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1. Illinois Session Laws, 1857, p. 298.

biennial meeting of the board, and until his successor was elected. At each biennial meeting it also became the duty of the board to appoint a treasurer, who should not be a member of the board, to handle all moneys received and expended.

Referring to the act mentioned above, it will be noted that the principal was not given the power to conduct the administrative and financial affairs of the normal university. While he was the official head of the university, he could not guide and direct the normal university affairs without the advice and consent of the board of education. It should be noted at this place that the principal acted in an advisory capacity to the board of education in all matters concerning the welfare of the institution. He was delegated the power of directing the said school in the absence of the board of education, and required to report to them concerning the need and condition of the school. This manner of administration and control continued until the enactment of the Civil Administrative Code which will be explained in a later paragraph.

The Twenty-sixth General Assembly by an act approved March 9, 1869 (1), created a body called the Southern Illinois Normal University. The objects of the university were to qualify teachers for the common schools of the state by imparting instruction in the art of teaching in all branches of study which pertain to a common school education. The powers and duties of this corporation were vested in a board of trustees,

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1. Illinois Session Laws, 1869, p. 34.

not exceeding five in number, which were appointed by the Governor with the consent of the Senate for a period of four years. Two members of the first board served but two years, thereby making the board a continuous one. The board had power to elect one of its members as president and another as secretary, but the treasurer could not be a member of the board of trustees. The trustees were required to state and settle accounts with the auditor of public accounts, or to any other person or persons as designated by law for the purpose. They were further required to submit to the Governor ten days previous to each regular session of the General Assembly a report of their actions and proceedings, and to be by the Governor laid before the General Assembly. The board of trustees, according to the terms of the act, were to meet at least quarterly for the transaction of business, for which they were to receive their personal and traveling expenses only. They had power to appoint instructors, and such other officers as were required in the said normal university, to fix their salaries and prescribe their several duties. Furthermore, they had power to prescribe textbooks, apparatus, etc., to provide the same and to make regulations for its management. The principal, or president, after his appointment by the board of trustees became the official head of the school, whose duty it was to report to the board at stated intervals. The general report, however, was made to the General Assembly biennially.

When the Northern Illinois Normal School and the Eastern Illinois Normal School were established in 1895 (1), the control of each school was vested in a board of five trustees with the Superintendent of Public Instruction an ex-officio member. They were delegated the same powers given the board of trustees of the Southern Illinois Normal University indicated above. Although the trustees were primarily responsible for the condition and success of the school to which they were connected, the principal, after his election, became the official head. In general, it may be stated that the principal simply acted as an advisor to the board of trustees in their administration of the affairs of the normal school; the principal made known his needs for the school and the trustees provided them.

The Western Illinois Normal School established in 1899 (2) was placed in the hands of a board of five trustees appointed by the Governor. They were given the power of transacting any and all business relating to the normal school, the appointment of officers, the providing of equipment, the election of instructors, and the administration of the affairs of the school. The principal, likewise, after his election was entrusted with the business of conducting the school in an efficient manner, reporting biennially to the General Assembly on the condition of the school. The affairs of the school continued to be administered by a board of trustees until July 1, 1917, when they passed under the control of the Department of Registration and Education, to the conditions of which we shall now give our attention.

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1. Illinois Session Laws, 1895, pp. 63 and 69.
2. Ibid., 1899, p. 72.

The Civil Administrative Code

With the enactment of the Civil Administrative Code by the Fiftieth General Assembly, the five separate boards of trustees in charge of the State normal schools were succeeded by the State Normal School Board, consisting of nine members appointed by the Governor, and two ex-officio members - the Director of the Department of Registration and Education, who is designated as Chairman of the Board and the Superintendent of Public Instruction, who is designated as Secretary of the Board. The trustees are appointed for six years each, three members being appointed every two years. The board is, therefore, a continuous body. It assumes all the duties originally administered by the several boards of trustees. The act is an important one, the essential beatures of which are given (1):

"The Department of Registration and Education shall have power:-

1. To exercise the rights, powers and duties vested by law in the board of education of the State of Illinois, the board of trustees of the Southern Illinois Normal University at Carbondale, the board of trustees of the Northern Illinois Normal School at DeKalb, the board of trustees of the Eastern Illinois Normal School at Charleston, and the board of trustees of the Western Illinois Normal School at Macomb. . . . . .

"The Normal School Board, of which the Director of Registration and Education shall be chairman and ex-officio member and of which the Superintendent of Public Instruction shall ex-officio be a member and shall be secretary, shall have power and it shall be its duty,

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1. Illinois Session Laws, 1917, p. 31.

independently of the supervision, direction or control of the Director or any other officer of the Department of Registration and Education:

"1. To make rules, regulations and by-laws, not inconsistent with law, for the good government and management of the State normal schools and the various interests therein;

2. To visit each State normal school at least once during each scholastic year for the purpose of making an inspection of its condition and work and gathering such information as will enable them to perform their duties intelligently and effectively;

3. To employ, and, for good cause, remove a president of each State normal school and all necessary professors, teachers, instructors, and other educational assistants, and all other necessary employees, and fix their respective salaries;

4. To prescribe the course of study to be followed, and text books and apparatus to be used in each State normal school;

5. To issue, upon the recommendation of the faculties of the respective normal schools, diplomas to such persons as shall have satisfactorily completed the required studies of the respective State normal schools, and confer such professional degrees as are usually conferred by other institutions of like class for similar or equivalent courses of study;

6. To examine into the conditions, management, and administration of the State Normal schools;

7. To succeed to and to administer all trusts and trust property now or hereafter belonging or pertaining to any of the State normal universities or schools."

Referring to section 2 above, it will be noted that the law requires that the board shall hold at least five meetings each year, one at each of the five normal schools. As a result the board will have first hand knowledge of the affairs of the schools and be better enabled to administer to them properly. Further comment as to the working of the law is left for the concluding remarks of this paper.

Presidents of the Normal Schools (1).

A. The Illinois State Normal University.

1. Charles E. Hovey,	1857-1861
2. Richard Edwards,	1862-1876
3. Edwin C. Hewett,	1876-1890
4. John W. Cook,	1890-1899
5. Arnold Tompkins,	1899-1900
6. David Felmley,	1900-

B. The Southern Illinois Normal University.

1. Robert Allyn,	1874-1892
2. John Hull,	1892-1893
3. Harvey Wm. Everest,	1893-1897
4. David B. Parkinson,	1897-1913
5. Henry Wm. Shryock,	1913-

C. The Northern Illinois Normal School.

1. John W. Cook,	1899-1919
2. J. Stanley Brown,*	1919-

D. The Eastern Illinois Normal School.

1. Livingston C. Lord,	1899-

E. The Western Illinois Normal School.

1. J. W. Henninger,	1902-1905
2. S. B. Hursh,	1905-1906
3. Alfred Bayliss,	1906-1911
4. John E. McGilvrey,	1911-1912
5. Walter P. Morgan,	1912-

The compensation of the president of each of the first four schools is $5,000 per annum; the Western Illinois Normal pays $4,000 per annum.

Note:* J. Stanley Brown was appointed president of the Northern Illinois State Normal School to succeed John W. Cook whose resignation became effective August 1, 1919 (2).

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1. Report of Supt. of Pub. Inst., 1914-16, pp. 151-60.
2. Proceedings of the Normal Sch. Bd. of the State of Ill., July 9, 1918-May 12, 1919, pp. 68-9.

Chapter V.

Support and Expenditure

For the purpose of obtaining an
of instruction per pupil for the diffe
the following table is presented (1):-

Sch.Yr. ending	No.of Bldgs	No.of Tchrs	Nor.Sch. Enroll.	Sum.Sch. Enroll.
		The Illinois State Norm		
1858	1	8	86	-----
1860	1	8	122	-----
1880	1	14	438	------
1900	3	27	600	446
1910	4	43	710	1571
1915	5	56	863	2077
		The Southern Illinois No		
1880	1	12	234	-----
1900	2	19	390	100
1910	3	28	591	432
1915	3	46	752	633
		The Northern Illinois No		
1915	4	49	470	774
		The Eastern Illinois Norm		
1915	3	31	526	891
		The Western Illinois Norm		
1915	2	33	584	608

1. References on next page.

Chapter V.

Support and Expenditure

For the purpose of obtaining an idea as to the cost of instruction per pupil for the different normal schools the following table is presented (1):-

Sch.Yr. ending	No.of Bldgs	No.of Tchrs	Nor.Sch. Enroll.	Sum.Sch. Enroll.	Appr'n for Mainten'ce	Am't paid Instructors	Ave. Sal.of Instructors	No.Pupils per Tchr.	Cost of Instr'n per pupil yrly.
The Illinois State Normal									
1858	1	8	88	-----	9,754.74	5,820.00	727.50	11.0	66.13
1860	1	8	122	-----	9,823.94	9,004.00	1,125.50	15.3	73.80
1880	1	14	438	-----	26,493.56	21,146.99	1,510.49	30.7	49.29
1900	3	27	600	446	39,493.56	34,961.84	1,294.88	38.7	33.42
1910	4	43	710	1571	89,493.56	70,825.52	1,647.10	53.0	31.05
1915	5	56	863	2077	162,832.56	108,742.28	1,941.82	52.5	37.00
The Southern Illinois Normal									
1880	1	12	134	-----	24,200.43	16,498.20	1,374.60	19.5	70.49
1900	2	19	390	100	46,316.64	39,661.20	2,087.43	25.7	80.94
1910	3	28	591	432	69,197.88	64,854.80	2,316.24	36.5	62.42
1915	3	46	752	633	126,795.00	83,200.00	1,808.69	30.0	60.07
The Northern Illinois Normal									
1915	4	49	470	774	105,000.00	86,160.00	1,758.36	25.3	69.26
The Eastern Illinois Normal									
1915	3	31	526	891	107,480.00	69,666.35	2,247.30	45.7	49.16
The Western Illinois Normal									
1915	2	33	584	608	74,250.00	64,274.65	1,947.71	36.1	53.92

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1. References on next page.

1. The Illinois State Normal University;-

1858-1915,-Bldgs, Tchrs, Enroll., and Appropriation,-
Report of Supt. of Pub.Inst.,1914-16, p.154.

1858,- Amount paid Instr's,- Ibid., 1857-8, p. 379.
1860,- " " " - Ibid., 1859-60,p. 103.
1880,- " " " - Ibid., 1879-80,p. 126.
1900,- " " " - Ibid., 1898-00,p. 58.
1910,- " " " - Ibid., 1908-10,p. 616.
1915,- " " " - Ibid., 1914-16,p. 507.

The Southern Illinois State Normal University;-

1880,-Bldgs, Tchrs, Enroll,,-Ibid., 1879-80,pp. 161-176.
-Appr'n,Am't paid Instr's.,-Ibid.,1879-80, p. 236.
1900,-All data,- Ibid., 1898-00, pp. 88-98.
1910,-All data,- Ibid., 1908-10, pp. 622-633.
1915,-Bldgs, Tchrs, Enroll.,Appr'n.,-Ibid.,1914-16, p. 156.
Am't paid Instr's,-Illinois Session Laws,1915,pp.44-6.

The Northern Illinois State Normal School;-

1915,-Bldgs, Tchrs,Enroll.,Appr'n.,-Report,op.cit.,
1914-16, p. 158.
-*Salaries and Wages,- Ibid., p. 534.

The Eastern Illinois State Normal School;-

1915,-Bldgs, Tchrs, Enroll.,Appr'n.,-Ibid.,1914-16,pp.156-8.
-Am't paid Instr's.,-Ibid., p. 531.

The Western Illinois State Normal School;-

1915,-Bldgs, Tchrs, Enroll.,Appr'n.,-Ibid.,1914-16, p. 163.

Note:-

The Northern Normal reports "Salaries and Wages for the year ending June 30, 1916.

The Southern Illinois Normal received a Salary appropriation for the year ending June 30, 1915.

The "Ave. Sal. of Instructors, No. Pupils per Tchr., and Cost of Instr'n per pupil yrly.," are averages computed by the writer.

The foregoing table gives a partial view of the material condition of the schools for the years indicated. The number of students enrolled for the years mentioned may or may not have been enrolled for the three terms of the school year. It merely indicates the number of different students enrolled. Furthermore, the summer school students were enrolled for but six weeks each year, and they also may or may not have been present during the regular normal schoolyear. Such being the condition, the data are not as reliable as we would like.

It will be noticed that the item of appropriation for maintenance shows a gradual increase for the periods given as well as the amounts paid for instruction yet the average yearly salary does not show the same proportionate increase. This is due to the fact that many of the instructors were employed for the summer term only thereby increasing the number under that caption. The lowest average salary per year paid instructors was $727.50 for the first year the Illinois State Normal University was in session, while the highest average salary, $2,316.24, was paid the instructors of the Southern Illinois Normal University for the year 1910. The number of pupils per teacher varied from eleven, in 1858, to fifty-three in 1910, the Illinois State Normal showing both extremes. In the cost of instruction per pupil yearly the amounts vary from $31,05 in 1910 to $80.94 in 1900.

Chapter VI.

The Development of the Course of Study

The Illinois State Normal.

The course of study pursued by the students enrolled during the first year was a review of the branches usually taught in the Public Schools. At first came a drill on the elementary sounds of the English language, followed by Reading, and a careful examination of the thought and expression of the author. Parallel with this ran the course in Mental and Written Arithmetic; the construction of Maps; Descriptive, Physical and Political Geography; English Grammar; Physiology; Vocal Music; and the Theory and Art of Teaching (1). The course of study was not adopted and published until after the first class was graduated in 1860. It is given below (2).

Course of Study	1st year weeks	2nd year weeks	3rd year weeks
Metaphysics		15	
Hist.and Mthds of Educ.		25	27
Const. of U.S. and Ill.			13
School Laws of Ill.			12
English Language	40	40	13
Arithmetic	28		
Algebra	12		
Geometry		27	
Natural Philosophy			15
Book Keeping			12
Geography	40		
History		28	
Astronomy			13
Chemistry		13	
Botany		12	
Physiology			15
Zoology			12
Vocal Music	40	40	40
Writing and Drawing	40	40	40
Latin Language*	40	25	15
Algebra*		15	
Higher Mathematics*			25

Courses marked * are optional.

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1. Report of Supt. of Pub. Inst., 1857-8, p. 382.
2. Ibid., 1859-60, p. 111.

From a study of the course as mentioned above, it will be seen that the greatest amount of time was given to the study of the English Language, Vocal Music, Writing and Drawing, Geography, and the History and Methods of Education. There was no provision for practice teaching or observation. However, as the Training School was not established until September, 1874, there was no real need of the courses at that time.

From the Annual Catalog of 1876-7, we take the following course of study. There is no indication as to the amount of time given to each branch. It merely indicates the subjects (1).

*Observation in Model School	English Literature
*Theory and Practice of Teaching	Hamlet and themes
Psychology	Arithmetic
*History of Education	Algebra
*Philosophy of Education	Geometry
Constitution of the U. S.	Physics
*Teaching in the Model School	Drawing
Grammar	Geography
Reading	Physical Geography
Rhetoric	U.S. History
Literary Cirticism	Ancient History
*History and Methods of Educ.	Chemistry
	Anatomy and Physiology
	Zoology

In this course we notice that provision has been made for the normal school student. The courses marked * were designed to furnish the student not only the underlying principles of educational theory but the practical as well. The other courses were presented in order that the student might have a real educational foundation for his profession.

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1. Catalog, Ill. State Normal, 1876-7.

In the catalog of 1895, we find the following courses of study as presented to the normal students (1).-

Reading	Physical Training
Arithmetic	Vocal Music
Algebra	Grammar
Geometry	Rhetoric
Bookkeeping	Literature
School Law	Shakespeare
Geography	Zoology
Physical Geography	Physiology
U. S. History	Botany
Civil Government	Physics
Ancient History	Chemistry
Mediaeval History	Elements of Pedagogy
Drawing	Psychology
Penmanship	Philosophy of Education

In addition to these subjects there was also a department of Ancient Languages, a department of German, and a department of Political Economy. Opportunity for training work in the grades was also given the student (2).

From an examination of the branches of study indicated above it appears that more attention was given to the material to be taught in the schools than to the method of teaching. However, considerable training in methods could be obtained from observation work. Although there is no indication that training in methods was given, we do know that the Model School was in existence from the founding of the school.

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1. Catalog, Ill. State Normal, 1895, pp. 14-43.

The three curriculums given below are taken from the catalog of the Illinois State Normal for the year 1901 (1).

Two-Year Program

First Year

Fall	Winter	Spring
The Tchg.Proc.	Psychology	General Method
Arithmetic	Read.Mthd.(6wks)	or Teaching
Biology	Grammar	Algebra
Music,or	Physiology	Reading (6wks)
Gymnastics	Geog. (6wks)	Physical Exp.(6wks)
	Gymnastics	Geography

Second Year

Tchg. or	Teaching	Teaching
Gen'l Mthd.	Phil. of Educ.	Sch. Mng't.
Economics	Geometry	Literature
Physical Sci.	Civics & Hist.	General Hist.
Drawing		

Three-Year Program

First Year

Fall	Winter	Spring
Arithmetic	Arithmetic	Algebra
Grammar	Teach. Proc.	Sci. of Discourse
Geography	Grammar (6wks)	U.S.History
Reading	Geog. (6wks)	Botany
Gymnastics	Music	Gymnastics

Second Year

Algebra	Geometry	Geometry
Geometry	Teaching	Gen'l Method
Drawing	Reading	Drawing
Zoology	Physiology	Civics

Third Year

Economics	Phil of Educ.	Sch. Management
Physics	Chemistry	Physical Sci.
Literature	Shakespeare	Gen'l History
Teaching	Phys. Geog.	Teaching

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1. Catalog, Ill. State Normal, 1901, pp. 46-8.

The Four-Year Program

First Year

Fall	Winter	Spring
Mensuration	Percentage (6wks)	Arithmetical Mthds.
Geography	Bookkeeping(6wks)	The Tchg.Process
Nature Stdy.	Reading	Grammar
Composition	Elem. Physics	Drawing
	Writing & Word Stdy	Music
	Phys. Training	Physical Training.

Second Year

U.S.History	Geography	Psychology
Algebra	Algebra	Algebra
Grammar	Reading	Grammar (6wks)
Zoology	Physiology	Read.Mthd.(6wks)
		Botany

Third Year

Geometry	Geometry	Economics
Rhetoric	Literature	Reading (6wks)
Civics	Drawing	Phys.Exp.(6wks)
Teaching	Gen'l Mthd.	Drawing
		Phys. Geog.

Fourth Year

Literature	Phil. of Educ.	Sch. Management
Anc. History	Med. History	Adv. U.S.History
Physics	Physics	Chemistry
Teaching	Teaching	Shakespeare

In each of the three programs given above a good deal of attention has been given to the purely professional subjects. All programs require teaching at least three terms,or one year. The two-year program is intended for country teachers, the three-year program for teachers of upper grades, and the four-year program the regular teacher's college course.

The following curriculums are taken from the Normal School catalog for the year 1919 (1).-

Teachers College Curriculum

150 Weeks - 50 Credits.

First Year

Fall	Winter	Spring
Elem. Psychology	Grammar, or	Teaching Process, or
Music, or	H.S. Problems	H.S. Problems, or
Physiology	Music	Grammar
PhysicsTrng.	Physiology	Physic. Trng.
Elective	Elective	Elective
Elective	Elective	Elective

Second Year

General Method	Sch. Management	Prin. of Educ.
Reading	Public Spk'g	Sci. of Discourse
Elective	Elective	Elective
Elective	Elective	Elective

Third Year

Sch. Adm. or	Sch. Adm., or	School Adm., or
Educ. Psychol.	Educ. Psychol., or	Ethics, or
or Hist. of Educ.	Hist. of Educ.	Hist. of Educ.
Elective	Elective	Elective
Elective	Elective	Elective
Elective	Elective	Elective

Fourth Year

Teaching	Teaching	Teaching
Elective	Elective	Elective
Elective	Elective	Elective
Elective	Elective	Elective

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1. Catalog, Ill. State Normal, 1919, p. 35.

The Three-Year Curriculum

For Teachers of Upper Grades

114 Weeks - 38½ Credits

First Year

Fall	Winter	Spring
Arithmetic	Arithmetic	Algebra
Grammar	Grammar (6wks)	Sci. of Discourse
Geography	Geog. (6wks)	Music
Reading	Teacher & Sch.	Drawing
Phonics	U.S.Hist.	Botany
Phys.Trng.	Phys. Trng.	Phys. Trng.
	Spell.or Writ.	

Second Year

Algebra	Geometry	Geometry,or
Psychology	Gen'l Method	Physiol.
Zoology	Reading,or	Civics
Botany	Zoology,or	Teaching
Color	Pub. Spkg.	
Design		

Third Year

Economics	Chemistry,or	Physics,or
Physics	Physics	Chemistry
Literature	Shakespeare	Mod. Hist.
Teaching	Teaching	Geog.
	Sch. Mng't.	Prin.of Educ.

Country-School Program for High School Graduates

78 Weeks - 27½ Credits

First year

Fall	Winter	Spring
Teach.& Sch.	Psychol.	Gen'l Method
Arithmetic	Grammar	Nature Stdy.
Nature Stdy.	Dom. Sci.	Dom. Art.
Pri.Handwork	Agricul.	(Phonics
Gynmastics	Gynmastics	(Read. Mthd.
		Gynmastics

Second Year

Sci. of Disc.	Rural Hyg.	Coun.Sch.Mngt.
Arithmetic	Phys. Sci.	Community Civics
Geography	Curriculum	U.S.History
Teaching	Observation	Manual Trng.
	Drawing	
	Participation in Coun. Sch.	

Two-Year Curriculum for Country Teachers

72 Weeks - 25 Credits

First Year

Fall	Winter	Spring
Nature Stdy	Percentage	Nature Stdy.
Mensuration	and Bookk'g	Geography
Composition	Draw. or Music	Coun.Sch.Tchg.
Orthog. and	Phys.Trng.	(Pri.Handwork
Phonics	Dom. Sci.	(Phys.Trng.
Phys.Trng	Man. Trng.	(Music or Draw.

Second Year

Geography	Coun.Sch.Orgn.	(Reading Method
Civics	Physiology	(Children's Lit.
U.S.History	U.S.History	Coun.Sch.Probs.
Reading	Man'l Trng.	Grammar
	Agriculture	Arithmetic

Three-Year Curriculum for Students who have completed Two-Year Curriculum. Leads to the Normal School Diploma

First Year

Fall	Winter	Spring
Grammar	Pub. Speaking	Physics
Algebra	Algebra	Reading
Zoology	Physiology	Algebra
Geography	Zoology	Botany
Gymnastics		Rhetoric

Second Year

Anc. Hist.	Med. Hist.	Mod. Hist.
Psychology	Literature	Reading
Geometry	Gen'l Method	Geography
Botany or	Geometry	Geometry
Debating		Drawing

Third Year

Polit. Sci.	Shakespeare	Prin. of Educ.
Physics	Chemistry or	Physics or Chem.
Literature	Physics	Economics
Teaching	Sch. Mngt.	Teaching
	Teaching	

Two-Year Curriculum for Teachers of Upper Grades

78 Weeks - 26 Credits

First Year

Fall	Winter	Spring
Teach.Proc.	Physiology	Psychology
Arithmetic	Geography	Nature Stdy
Grammar	(Phonics	(Geography
Drawing	(Reading	(Read. Method
Phys.Trng	Music	Bookbinding,or
	Phys.Trng.	Bench Work
		Phys. Trng.

Second Year

Sch. Mngt.	Economics	Prin. of Educ.
Sci. of Disc.	History	Lit. Method
Pol.Sci. or	Phys. Sci.	Biol., or
Color & Design	Teaching	Color Practice
Teaching		Teaching

Two-Year Curriculum for Teachers of Lower Grades

78 Weeks - 26 Credits

First Year

Fall	Winter	Spring
Teach.Proc.	Psychology	General Method
(Reading	Arithmetic	Nature Stdy.
(Phonics	(Read.Method	Pri. Geog.
Physiology	(Geography	Pri. Music
Music	Pri. Drawing	Phys. Trng.
Phys.Trng.	Phys. Trng.	

Second Year

Lit. Method	Prin. of Educ.	Sch.Mngt.,or
Hist.Method	Grammar, or	Kindergarten
Pri.Handwork	Phys.Sci.,or	Economics, or
Color	Art Appc'n	Sociology
Teaching	Teaching	Playgrnd Mngt.
		Teaching

Note:-The primary purpose of the various courses given above is indicated in each heading. Many other vocational courses are offered but since they are not purely normal school programs they are omitted from this paper.

The Southern Illinois Normal School

In the Biennial Report of the Superintendent of Public Instruction for 1873-4, we find that there were two courses of study provided for,- a Preparatory and a Normal Course, the latter being divided into Classical and Scientific courses. The Preparatory course extended over a period of three years, while the Normal course was four years in length. The courses as adopted at that time are as follows:(1).

Preparatory

First Year

1st term,-Arithmetic,written and mental; Geography, Reading Spelling, and Writing.
2nd term,-Same studies continued.
3rd term,-Same studies continued; Grammar, Natural History.

Second Year

1st term,-Arithmetic, Grammar, Reading.
2nd term,-Reading, Grammar, U.S.History.
3rd term,-Grammar, Botany, Elem, Astronomy, Reading.

Third Year

1st term,-Latin, Physiology, Review Arithmetic, Algebra.
2nd term,-Latin, Natural Philosophy, English Analysis.
3rd term,-Geometry, Latin, Greek, English.

Normal Course, Classical and Scientific

First Year

1st term,-Univ. Algebra, Quadratics,Latin,Greek,Eng.Language.
2nd term,-Univ.Algebra, Latin, Greek, Hist. of Eng. Language
3rd term,-Geometry, Latin, Greek, English.

Second Year

1st term,-Geom.completed, Latin, Greek, English.
2nd term,-Trig.and Surveying, Latin, Greek, Physiology.
3rd term,-Botany, Latin, Greek, Natural Philosophy.

Third Year

1st term,-Rhetoric, Anc.Hist., Greek, Zoology.
2nd term,-Logic, Mod. Hist., Greek, Chemistry.
3rd term,-Eng. Lit., History, Conic Sections, Geology.

Fourth Year

1st term,-Mental Phil., Eng.Lit.& Crit.,Phys.Geog.,Latin,Pedgcs.
2nd term,-Ethics, Astronomy, Greek,Pedagogy, Bookkeeping.
3rd term,-Const. of US., School Laws of Ill., Pedagogy, Bookk'g.

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1. Report of Supt. of Pub. Inst., 1873-4, pp. 184-5.

It will be noted in the foregoing statement of courses that the Preparatory subjects do not include any strictly normal school courses. According to the report noted above, it was provided for those who were old enough to enter the university but were not sufficiently advanced to enter the normal course. As soon as the student was considered capable of pursuing the more advanced course advantageously he was promoted to that department.

The purpose of the normal course was to provide a more extended knowledge of subjects beyond those of the preparatory course. It will be also noted that not much attention was given to the theory of education. Neither is there any indication that the pupil was given the privilege of practice teaching. In 1901 the course of study was as follows (1):

Sub-Normal course,-For those below standard requirements,
18 subjects of ordinary grade work for one year.

Professional course,-For prospective teachers,
15 professional subjects for one year.

English course,-Four years,
47 subjects with 19 electives.

Latin course,-Four years,
48 subjects with 19 electives.

High School course,-Four years,
48 subjects.

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1. Catalog, Sou. Ill. Normal, 1901, pp. 21-6.

In the 1901 course of study there was provision for strictly professional work, involving fifteen subjects which were especially adapted to the prospective teacher's needs. In addition to this course there were three courses which might be pursued with profit, namely, the English, the Latin, and the High School. Each of these required four years for completion and fitted the student to take charge of those subjects either as a special or as a regular teacher. However, he was advised to complete the Professional course before taking a position in the schools.

There was a wider choice of courses allowed the student as is indicated in the 1918 Course of Study (1). The subjects given in each course are those which might ordinarily be expected to be presented. The names of the courses are as follows:

For Eighth Grade Graduates

Language, six years
Art course, six years
Household Arts, six years
Manual Arts, six years
Agriculture, six years
Commerce, six years.
General, six years

For High School Graduates

General, two years
Art, two years
Manual Arts, two years
Household Arts, two years
Agriculture, two years
Commerce, two years

For the satisfactory completion of any one of the courses named the student was granted the Normal Diploma.

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1. Catalog, op. cit., 1918, pp.18-27.

The Northern Illinois Normal School

The Course of Study as published in 1901 may be stated briefly as follows(1):

Course I,- For college and normal-school graduates. This required at least twelve credits, including two of teaching. It was essentially a one-year course.

Course II,- For graduates of high schools on the accredited list of the University of Illinois. Half-day teaching the last year was required in addition to School Management which was given each term. Two years were required to complete the course.

Course III,- This course was intended for those who lacked technical preparation for Course II. It required more extended study in secondary subjects than the former course. The same professional courses were offered. It required three years.

Course IV,- An extended course. The study of Latin, German and Greek were stressed. School Management and Practice teaching were required throughout the last year.

These courses were later augmented by the addition of the following(2):

Two-year course for teaching Home Economics. This course is planned to prepare teachers of cooking and sewing for the grades. Half-day teaching in the Training School is required. Students must be graduates of accredited high schools.

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1. Annual Catalog, Nor. Ill. Normal, 1901-2, pp. 15-17.
2. Ibid., August, 1919, pp. 19-22.

Two-year course in Industrial Arts. To prepare teachers of manual training for elementary schools and for woodwork, printing and mechanical drawing in secondary schools, Graduation from an accredited high school is required for admission to the course.

Two-year course for Special Teachers in Public Schools.

Two-year course in Music. This is intended for the preparation of teachers and supervisors of music in public schools.

Special Three-year course in Drawing and Music.

Special Three-year course in Home Economics and Music.

Note:

For lack of space a detailed list of subjects in the various courses is not given herewith. It is assumed that the various courses offer subjects peculiarly adapted to that course or department. For further information on this subject the reader is referred to the bulletins of the school cited.

The Eastern Illinois State Normal School

The Course of Study as adopted by the school indicated above, consisted of the following:(1).

One-year course for Graduates of reputable colleges. It consisted of:

General Psychology
The Development of the Child
The Psychologic Foundation of Educational Method
Theory of School Management
American History
Sociology
Ecology
Physiology
Commercial Geography

In addition to these courses there was required work in the Training Department. This consisted of Practice Teaching. Subjects could also be elected from other courses.

Two-year course for Graduates of accredited high schools. Half-day teaching was required the last year. The student was permitted the choice of subjects from electives the last year.

Three-year course for graduates of high schools with short courses, and for undergraduates of high schools. This course was arranged for those who came from high schools with approximately twelve units, or a three year course.

Four-year course for teachers holding second-grade certificates, and for pupils who have completed a grammar school course and are of sufficient matuirity and attainments to do the work required. Teaching and observation was required of all students in the courses mentioned above.

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1. Report of Supt. of Pub. Inst., 1900-02, pp. 85-7.

The following curriculums are offered by the Eastern Illinois Normal, beginning September, 1920 (1).

I. The two-year curriculum (24 credits) for preparation of teachers for the grades.

II. Four-year curriculums (48 credits each) for preparation of the following:

1. Primary Teachers.
2. Intermediate Teachers.
3. Grammar Grade Teachers, High School Teachers, and Teachers of Special Subjects:

A. Agriculture	G. Home Economics
B. Art and Design	H. Manual Arts
C. English	I. Mathematics
D. Foreign Language	J. Music
E. Geography	K. Science (Biological)
F. History	L. Science (Physical)

4. Supervisors and Principals.

In the four-year curriculums the student in every term of every year has one course in education including psychology and practice teaching. In every term of every year he has the choice of one major elective. Two years of English are required in addition to one year's work in laboratory science, and one in social science, hygiene, and public sanitation. It is also interesting to know that physical education, the use of the library, and penmanship are required in all curriculums, but are not a part of the total number of credits.

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1. The Normal School Bulletin, April, 1920, pp. 33-4.

The Western Illinois Normal School

This school began with three courses of study, or rather, three programs, the two-year program, the three-year program, and the four-year program. The three and four-year programs have the same general subjects but are treated more extensively than in the two-year program. They are stated as follows: (1).

Subjects	Two-year Credits	Three-year Credits	Four-year Credits
Psychology and Pedagogy	3	3	3
Observation and Teaching	2	2	2
English	1	2	3
Geog. and Geology	1	2	2
History and Civics	1	2	3
Mathematics	1	2	4
Biology	1	1	2
Physical Science	1	1	2
Drawing	1	1	1
Music	1	1	1
Expression and Physical Culture	1	1	1
Manual Training	1	1	1
Total prescribed	15	19	25
Elective	1	5	7
Total required credits	16	24	32

Note;- A credit is given for the completion of a course in any study covering a term of eighteen weeksnand five recitations of forty minutes each, weekly.

1. Report of Supt. of Pub. Inst., 190304, p. 104.

In June, 1920, the following diversified curriculums were offered in the Western Illinois Normal School (1).

Normal School Curriculums

One-year curriculums, twelve credits required.
For students who are graduates of an approved college.
A. For elementary teachers, supervisors and superintendents.
B. For high school teachers and principals.

Two-year curriculums, twenty four credits required.
For students who are graduates of an approved four-year high school.
A. For teachers in all grades.
B. For teachers in upper grades.
C. For teachers in lower grades.

Five-year curriculums, seventy two credits required.
For teachers who have taught one year or more but who are not graduates of an approved four-year high school.

Six-year curriculum, seventy two credits required.
For eighth grade graduates who do not wish to take a foreign language.
For eighth grade graduates who wish to take a foreign language.

Special Curriculums

Agriculture	History-English
Chemistry-Physics	Household Arts
Commerce	Manual Training
Drawing and Design	Mathematics and Physics
Drawing and Music	Physical Education
English	Primary
Geography	Public School Music
History	Science

Thirty credits are required in each of the above courses covering a period of two years, sixteen credits in the Junior year and fourteen credits in the Senior year.

Library Economy

One year's work in addition to the regular Two-year Normal School curriculum is required. It may be taken in connection with the regular two-year course, or it may be taken

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1. Normal School Quarterly, June, 1920, pp. 35-64.

following graduation from that curriculum. The special certificate in Library Economy is based upon thirty-five hours a week for one school year of practical work in the Library.

Four Year College Curriculums

These curriculums are open only to graduates of an approved four year high school. Each is composed of forty-eight term courses and leads to the college degree, Bachelor of Science in Education. They are as follows:

For Elementary Teachers.
For Superintendents and Elementary Principals and Supervisors.
For High School Teachers and Principals and Special Teachers.
For Smith-Hughes Teachers of Agriculture.
For Smith-Hughes Teachers of Home Economics.

Academic Curriculum

This course is designed for teachers of one or more years of experience, and for eighth grade graduates. Forty eight 60-hour credits are required for the Academic Diploma.

The requirements for the Normal Diploma are as follows (1).

Arithmetic,-Matter and Method in the Grades, one credit.
Education,- Principles of Teaching)
School Administration) one credit each.
Observation and Practice Teaching, three credits.
English,-Matter and Method in Language and Grammar in the Grades, one credit.
Story Telling,Dramatization and Reading,one credit.
Public Speaking, one credit.
Geography,-Matter and Method in the Grades, one credit.
History,-Matter and Method in the Grades, one credit.
Psychology,- one credit.
Sociology,- one credit.
Physical Education (For men), one credit.
(For women), one credit.

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1. Nor. Sch. Quarterly, June, 1920, pp. 32-3.

The School Arts (For women)
Drawing and Design, one credit.
Music, one credit.

(For men) Any two of the following:
Drawing and Design, one credit.
Library Economy, one credit.
Manual Training, one credit.
Music, one credit.

Electives,
General, eight credits.

When we consider the course of study as outlined for the year 1903 in connection with that of 1920, we are struck by the great change in subject matter. The latter program shows a more diversified curriculum. It aims to fit the student whether he desires to enter into business or into the work of teaching in the public schools. The large amount of Observation and Practice Teaching is a marked advance from the curriculum offered by the school in its earlier history.

Chapter VII.

The Summer School.

The history of the Summer School began in the year 1874 when the Southern Illinois Normal University opened its doors to students on July 2(1). Subsequent to this date for a period of about twenty-six years, thirteen summer sessions were held, averaging one every two years. At the end of that period, namely, 1900, President Parkinson recommended a permanent summer school of six weeks. As a result the summer session has been an integral part of the regular school year since that time. The Illinois State Normal was next to adopt a regular summer session. This occurred in 1899, the first term of which was held in 1900 (2).

The Northern Illinois Normal has held a summer session since the establishment of the school (3). It was made six weeks in length for each of the terms. A student, however, is permitted to enroll in the school for either or both of the terms. The first summer session of the Eastern Illinois Normal was held during the year 1901 (4). The Eastern Illinois Normal, being the newest State normal in Illinois, was the last to open its doors for the accommodation of summer school students. This occurred in the summer of 1903 (5).

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1. Report of Supt. of Pub. Inst., 1898-00, p. 95.
2. Ibid., p. 83.
3. Educ. Hist. of Ill., The, - p. 250.
4. Report, op. cit., 1900-02, p. 88.
5. Ibid., 1903-4, p. 109.

The cause for the establishment of the summer schools was not the result of an accident. It was the result of an incessant demand on the part of the teachers to have an opportunity during the vacation period to extend their knowledge of educational theory and to acquire new ideas in school management and procedure.

For the convenience of teachers who can spend but a part of the summer in extended study, the sessions in all the schools under consideration have adopted the six-weeks term. Thus the student may, if he desires, complete a college or normal school course by attendance on summer sessions. Furthermore, the large numbers of students attending such summer sessions in the state normals is sufficient indication that the teachers and students are alive to the educational needs of the public school teacher.

Chapter VIII.

Conditions of Admission

In the circular sent to the County School Commissioners announcing the opening of the Illinois State Normal University, the Principal directed their attention to the provisions of the law in respect to admission to the university and fixed qualifications for candidates as follows (1):-

1. "To be, if males, not less than 17, and if females, not less than 16 years of age.

2. "To produce a certificate of good moral character, signed by some responsible person.

3. "To sign a declaration of their intention to devote themselves to school teaching in this State.

4. "To pass a satisfactory examination before the proper officers (County School Superintendent) in reading, spelling, writing, arithmetic, geography and the elements of English grammar.

5. "To agree to remain in the school, consecutively, at least one year.

In addition to these qualifications all students were required to take the following pledge: (2).

> "I hereby declare my intention to become a teacher in the schools of this State; and agree that for three years after leaving the university, I will report in writing, to the principal thereof, in June and December of each year, where I have been, and in what engaged."

President Hewett in his report for 1887-8 gives the following as conditions of admission: (3).

> "Applicants for admission to the Normal Department are admitted at once, if they bring appointments from the county officers, a diploma from a reputable high school, a first grade certificate, or if they have been duly

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1. Report of Supt. of Pub. Inst., 1859-60, p. 127.
2. Ibid., p. XCVIII.
3. Ibid., 1887-8, p. LX.

> promoted from the Model Department. Otherwise they are examined for admission in reading, spelling, arithmetic, geography, grammar, and United States history. None are admitted on this examination whose general average is below 60 per cent. * * * It should be said, in this connection, that the Board of Education have made a general average of 85 per cent the minimum for applicants coming from McLean county. Students from that county whose average is above 60 but below 85, are allowed to join the school by paying tuition at the rate of thirty dollars per year."

In 1891, the requirements permitted students of other State normal schools to enter and receive credit for work done (1). These conditions remained practically unchanged until 1905, when the Lindley Act provided for a township scholarship. This act provides for an annual examination in each township adapted to graduates of the eighth grade. The candidate making the highest average in his township is awarded by the State Superintendent of Public Instruction a scholarship good for four years at any state normal school in Illinois (2).

The conditions of admission for the Southern Illinois Normal School were the same as those of the former school at that time, with this exception: "That they should sign a declaration to teach in the public schools and to give Cook County the preference in all offers to secure their services as teachers. Furthermore, pupils were admitted to the Preparatory department without examination, by signing a declaration that it was their intention to enter the normal as soon as qualified (3).

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1. Report of Supt. of Pub. Inst., 1891-2, p. LVI.
2. Illinois Session Laws, 1905, p. 379.
3. Report, op. cit., 1873-4, p. 190.

The admission requirements indicated above remained in force until after the establishment of the Northern and of the Eastern Normal School. Of course, the conditions varied somewhat but in substance they were as follows:

1. A diploma from an accredited high school.
2. A first-grade teacher's certificate.
3. A certificate of attendance at another state normal school.
4. A township scholarship under the Lindley Act.
5. A county diploma or certificate of graduation from the eighth grade.
6. A statement from proper school authorities showing that one or more years of high-school work has been completed.
7. To obtain free tuition, students who were not holders of township scholarships were required to sign a declaration of their intention to devote themselves to teaching in the public schools of Illinois for as long a period as they attended the normal school.
8. Teachers of maturity and experience were admitted as special students and were permitted to take up any work for which they were prepared.

These conditions were essentially unmodified by the Western Normal when it was organized in 1900. There were, of course, slight differences in the requirements of each of the five normals inasmuch as each school had a different section of the State involving different conditions. In order to make these entrance requirements uniform the Presidents' Council of the Normal School Board established under the terms of the Civil Administrative Code adopted the following uniform entrance requirements:- A. With High School Credits; B. With a Teacher's Certificate; and C. With credits from recognized higher institutions. Graduation requirements were also made uniform. (1).

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1. Minutes, Normal Sch. Bd., Aug. 11, 1919, pp.19-20.

Conclusion

The five State Normal Schools of Illinois created by separate acts of the Legislature and located in different sections of the State have had their individual characteristics further developed by the presidents and faculties chosen to project their courses of study and to give the instruction. President H. W. Everest of the Southern Normal School stated in the Twenty-first Biennial Report (1) that a special governing board for each institution insured thorough supervision, and promoted a wholesome rivalry between the State schools, but also that the plan had two obvious objections - want of unity in State control and subjection to political parties. Frequent changes in trustees, faculty, and aims of the school, are also very detrimental to the purpose of the institution. While each school should retain certain characteristics peculiar to its location and position, there should also be a certain uniformity which can only be brought about by conferences of the presidents and trustees in control of these schools. To bring this condition about, the first conference was called by the Superintendent of Public Instruction in December, 1913 (2). As a result there was a more unified course of study and methods of imparting information to the students.

At this point the terms and influences of the Civil Administrative Code which became effective July 1, 1917 (3) should

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1. Report of Supt. of Pub. Inst., 1904-6, p. 119.
2. Ibid., 1914-16, p. 137.
3. Illinois Session Laws, 1917, pp. 4 and 99.

be set forth. According to the terms of the act mentioned, the five State normal schools passed under the control and administration of a single board, consisting of two ex-officio members - the Superintendent of Public Instruction and the Director of the Department of Registration and Education - and nine appointive members. Those favoring the change from five separate boards to one board believed that it would effect certain economies in money, time and energy, and would result in a large and more effective activity on the part of these normal schools in the preparation of teachers for the State. It is further believed that certain local influences which heretofore have looked upon the normal schools as belonging, in a way, to the particular section of the State, or county, or town, in which it was located, stood in the way of the development of a large normal school program for the entire State. Every member represents all of the five normal schools, and while the Normal School Board has complete authority in the employment of teachers and all other employees connected with the normal school, the Director of Finance may exert a determining influence through his auditing of the bills. The Department of Public Works has authority and power in the construction of all buildings and the State Purchasing Agent must be consulted on all purchases of equipment and materials for the schools. As yet the new plan may not be all that is wished for but it is believed that the older the plan becomes, the greater harmony and concentration of authority and power will result and that all occasions for overlapping and conflicting of authority will be removed.

Appendix "A"

"Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That C.E. Denio, of Jp Daviess county, Simeon Wright, of Lee county, Daniel Wilkins, of McLean county, C. A. Hovey, of Peoria county, George P. Rex, of Pike county, Samuel W. Moulton, of Shelby county, John Gillespie, of Jasper county, George Runson, of St. Clare county, Wesley Sloan, of Pope county, William A. Edwards, of Sangamon county, John Eden, of Moultrie county, Flavel Shannon, of White county, and the Superintendent of Public Instruction, ex-officio, with their associates, who shall be elected as herein provided, and their successors, are hereby created a body corporate and politic, to be styled "The Board of Education of the State of Illinois," and by that name and style shall have perpetual succession, and have power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to acquire, hold and convey real and personal property; to have and use a common seal, and to alter the same at pleasure; to make and establish by-laws, and alter or repeal the same as they shall deem necessary for the government of the normal university hereby authorized to be established, not in conflict with the constitution and laws of this State, or of the United States; and to have and exercise all powers, and be subjected to all duties usual and incident to trustees of corporations.

"Section 2. The Superintendent of Public Instruction, by virtue of his office, shall be a member and secretary of said board, and shall report to the legislature at its regular sessions the condition and expenditures of said normal university, and communicate such further information as the said board of education or the legislature may direct.

"Section 3. No member of the board of education shall receive any compensation for attendance on the meetings of the board except his necessary traveling expenses; which shall be paid in the same manner as the instructors employed in the said normal university shall be paid. At all the stated and other meetings of the board called by the president or secretary, or any five members of the board, five members shall constitute a quorum, provided all shall have been duly notified.

"Section 4. The objects of the said normal university shall be to qualify teachers for the common schools of the State, by imparting instruction in the art of teaching and all branches of study which pertain to a common school education, in the elements of the natural sciences, including agricultural chemistry, animal and vegetable physiology, in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens, and such other studies as the board of education may from time to time prescribe.

"Section 5. The board of education shall hold its first meeting at the office of the Superintendent of Public Instruction, on the first Tuesday of May next, at which meeting they shall appoint an agent, fixing his compensation, who shall visit the cities, villages and other places in the State, which may be deemed eligible for the purpose, to receive donations and proposals for the establishment and maintenance of the normal university. The board shall have power and it shall be their duty, to fix the permanent location of said normal university at the place where the most favorable inducements are offered for that purpose: Provided, that such location shall not be difficult of access, or detrimental to the welfare and prosperity of the said normal university.

"Section 6. The Board of Education shall appoint a principal, lecturer on scientific subjects, instructors and instructresses, together with such officers as shall be required in the said Normal University, fix their respective salaries and prescribe their several duties. They shall also have power to remove any of them for proper cause, after having given ten day's notice of any charge which may be duly presented and reasonable opportunity for defense. They shall also prescribe text books, apparatus and furniture to be used in the university, and provide the same; and shall make all regulations necessary for its management, and the Board shall have the power to recognize auxiliary institutions when deemed practical; Provided, that such auxiliary institutions shall receive any appropriations from the treasury, or the seminary or university fund.

"Section 7. Each county within the State shall be entitled to gratuitous instruction for one pupil in said Normal University; and each respective district shall be entitled to gratuitous instruction for a number of pupils equal to the number of representatives in said districts, to be chosen in the following manner: The school commissioner (county superintendent) in each county shall receive and register all names of applicants for admission in said Normal University, and shall present the same to the county court, or in counties acting under township organization, to the Board of Supervisors, which county court, or Board of Supervisors, as the case may be, shall together with the county commissioner, examine all applicants so presented, in such manner as the Board of Education may direct, and the number of such as shall be found to possess the requisite qualifications, such pupils shall be so selected by lot; and in representative districts composed of more than one county, the school commissioner and the county judge or school commissioner and chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative district, shall meet at the clerk's office of the county court of the oldest county, and from the applicants so presented to the county court or Board of Supervisors, of the several counties represented, and

found to possess the requisite qualifications, shall select by lot the number of pupils to which the said district is entitled. The Board of Education shall have the discretionary power, if any candidate does not sign and file with the Secretary of the Board a declaration that he or she will teach in the public schools within the State, in case that engagements can be secured by reasonable efforts, to require such candidate to provide for the payment of such fees for tuition as the Board may prescribe.

"Section 8. The interest of the university and seminary fund, or such thereof as may be found necessary, shall be, and is hereby appropriated for the maintenance of said Normal University, and shall be paid on the order of the Board of Education from the treasury of the State; but in no case shall any part of the interest of said fund be applied to the purchase of sites, or buildings for said university.

"Section 9. The board shall have power to appropriate the $1,000 received from the Messrs. Merriam, of Springfield, Massachusetts, by the late superintendent to the purchase of apparatus for the use of the Normal University, when established, and hereafter, all gifts, grants and demises which may be made to the said Normal University shall be applied in accordance with the wishes of the donor of the same.

"Section 10. The board of corporators herein named, and their successors, shall each of them hold their office for the term of six years; Provided, that at the first meeting of said Board, the said corporators shall determine by lot, so that one-third shall hold their office for two years, one-third for four years, and one-third for six years. The Governor, by and with the advice and consent of the Senate, shall fill all vacancies which shall at any time occur in said board, by appointment of suitable persons to fill the same.

"Section 11. At the first meeting of the board, and at each biennial meeting hereafter, it shall be the duty of said board to elect one of their number president, who shall serve until the next biennial meeting of the board, and until his successor is elected.

"Section 12. At each biennial meeting it shall be the duty of the board to appoint a treasurer, who shall not be a member of the board, and who shall give bond, with such security as the board may direct, conditioned for the faithful discharge of his duties.

"Section 13. This act shall take effect on and after its passage, and be published and distributed as an appendix to the school law. (1).

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